

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Miss Sue Faassen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Beechwood School
(As it should appear in the official records)

School Mailing Address 780 Beechwood Avenue
(If address is P.O. Box, also include street address.)

Fullerton _____ California 92835-2777
City _____ State _____ Zip Code+4 (9 digits total)
County Orange _____ State School Code Number* 6028013

Telephone (714) 447-2850 _____ Fax (714) 447-2853 _____

Web site/URL www.fsd.k12.ca.us E-mail sue_faassen@fsd.K12ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Cameron McCune
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fullerton School District Tel. (714) 447-7400 _____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Minard Duncan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- | | |
|-----------------|----------------------------------|
| <u>55</u> | % White |
| <u>1</u> | % Black or African American |
| <u>23</u> | % Hispanic or Latino |
| <u>21</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 25 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	59	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	
(2)	77	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	
(3)	136	Total of all transferred students [sum of rows (1) and (2)]	
(4)	534	Total number of students in the school as of October 1	
(5)	0.255	Total transferred students in row (3) divided by total students in row (4)	
(6)	25.5	Amount in row (5) multiplied by 100	

8. Limited English Proficient students in the school: 8 %
52 Total Number Limited English Proficient

Number of languages represented: 9
Specify languages: Spanish and Korean

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 43

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{8}{49}$ %
49 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>2</u> Orthopedic Impairment
<u> </u> Deafness	<u>6</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>27</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>34</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22.28:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97 %	97 %	97 %	97%	97 %
Daily teacher attendance	98 %	98 %	98 %	97%	98 %
Teacher turnover rate	5 %	5 %	5 %	0 %	0 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

PART III - SUMMARY

VISION STATEMENT

Beechwood School's staff will work together to build upon shared knowledge in order to improve practices and advance achievement for all students. Based on data driven assessments and high standards, expectations will be set for all students to maximize their potential.

BEECHWOOD SCHOOL SONG

*(sung to the tune of "You're a Grand Old Flag") Written by Beechwood Staff
We're an all star school, a dedicated school, striving for excellence and peace,
We're the symbol of the growth and love, the pride of the community,
Every Bobcat shines with their creative minds, where there's always a caring smile,
As we meet our challenges each new day, we'll keep our focus on Beechwood School.*

Just eight years ago, Beechwood School was born in a quiet Fullerton neighborhood. With a strong partnership between a seasoned administrator, a group of talented and enthusiastic educators, and dedicated parents and community, our school emerged. All were united in their search to create a school where academics, community, family, and creativity stood as cornerstones. We began with 186 students and 10 classrooms, building a foundation of excellence, holding students to high academic and behavioral standards. Since 1999, our "Bobcats" have risen to our high expectations and our professional staff is highly valued for their commitment and dedication to their work. With our API score of 905, we have truly become the "pride of the community."

"Striving for excellence," Beechwood has experienced tremendous growth from our initial enrollment to our current 623. Two years ago we added a Pre-K class, last year 7th grade was added, and this year we completed our model with the addition of 8th grade. We are a school of choice, offering the only Pre-K-8 model in the District, as well as the International Baccalaureate Middle Years Program, one of only a handful in Southern California. In addition to our neighborhood students, we attract students from all over our District, as well as from other areas of Orange County. Unique to our school is the fact that we enroll students from two Women's Domestic Violence Shelters, which contributes to our 35% mobility rate, one of the highest in the District. Despite this high transiency rate, more than 75% of our students are Proficient or above in Language Arts and Math. Parents acknowledge our academic successes and choose for their children to be a part of our Beechwood community. They continue to be a dedicated force in all aspects of our school's operations. Last year alone parents logged nearly 5,000 volunteer hours of service. On any given day, parents and grandparents are found on our campus giving of their time and talents. Our fundraisers and family nights continue to out perform all expectations.

Watching the progression of students' first academic experiences in Pre-K, to the challenges of the teenage years, our unique program allows our teachers to follow a child from age four to fourteen. Students are nurtured by a staff who know their history and who seek the very best for them, academically, emotionally, and socially; our students are the "symbol of growth and love." The staff provides a high-quality, standards-based curriculum in all content areas, utilizing best practices so that all students can succeed. With "creative minds and a caring smile" our teachers and community continue to celebrate the successes in our quest to support the highest level of academic achievement.

We have earned a steady four-year increase in our API score, from 820 to a staggering 905! This proven record of academic excellence indicates the level of our dedication to our diverse school community. We continue to rise to our challenges and exceed the high goals we set for our students by staying "focused on Beechwood School!"

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Beechwood’s academic assessment results reflect the focused work and high achievement of all stakeholders, from the students to the staff and community. Our most recent Academic Performance Index (API) score of 905 on a scale of 1000 clearly validates our efforts in this area. The API measures the academic performance and growth of California schools as evidenced by State testing. A school's score on the API is an indicator of a school's academic performance level. All schools in the state participate in the California State Testing and Reporting (STAR) program each spring. This program includes the California Standards Test (CST) in English Language Arts and Mathematics for second through eighth grade students, Writing Proficiency in fourth and seventh grades, Science for fifth and eighth grades, and History/Social Science for eighth grade students. Each test measures student achievement towards mastery of specific grade level standards. The CST results are reported using five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. The State of California’s objective is for all students to score at the Proficient level or above. The percent of students scoring at each performance level is reported by grade level and subject for all students, as well as for specific subgroups of students. Results for School, District, County, and State level results for the 2006 STAR Program can be accessed from DataQuest at <http://dq.cde.ca.gov/dataquest/APIBase2006/2006GrowthSch.aspx?allcds=30665066028013>. As mandated by NCLB, all students will be Proficient or above by 2014. Beechwood is well on its way to a thorough, targeted success with a majority of students achieving Proficient and Advanced each year.

Beechwood’s performance levels for students performing Proficient, or above in ELA are nearly twice the State total. At every reporting level, be it District, County, or State, Beechwood exceeds the percentage of Proficient and Advanced students. On 2006 CST, nearly 80% of students scored Proficient or Advanced in ELA. White students comprise the majority of our school population and achieve 82% Proficient or Advanced. Beechwood has two significant subgroups. Our Asian subgroup achieves 92% Proficient or Advanced, while our Hispanic/Latino subgroup achieves 62% Proficient or Advanced. Most encouraging is the fact that the Hispanic/Latino subgroup increased 23 percentage points scoring Proficient or Advanced in the past year alone. Only a small number of students score Below Basic or Far Below Basic, and each year the percentage scoring in these levels decreases. We are extremely proud of these successes and consider that they are the result of our emphasis on best practices in our implementation of classroom instruction and focused, standards-aligned curriculum for all students

The math instruction at Beechwood is rigorous, standards-aligned, and assessment guided. All students are held to meeting and exceeding the State standards. In mathematics, Beechwood School achieves performance levels that exceed the County and District averages at every grade level. For example, on our 2006 Math CST, 86% of fifth graders scored Proficient or Advanced. The County and District scores for fifth grade were both 54%. What is more impressive is the fact that the number of students scoring Advanced is higher than the number scoring Proficient in the majority of grade levels. Our White majority score 78% Proficient or Advanced, and our Asian subgroup scores 89% Proficient or Advanced. Our Hispanic/Latino subgroup scored 74% Proficient or Advanced, a 16 percentage point increase from the previous year. These disparities in subgroup achievement are narrowing, as all students are making marked gains in achievement.

2. **Using Assessment Results:** Beechwood’s high test scores and continued academic growth result from our focused system of assessment and accountability of California State Standards. We follow the comprehensive Fullerton School District standards-aligned assessment system and focus on the use of Data Director, a data management software system designed for tracking, analyzing, and grouping student data. The consistent use of Data Director allows analysis of current student assessment results in order to set

goals and develop lesson plans that address all students' strengths and weaknesses; maximizing the effectiveness of initial instruction.

Data Director is utilized for ongoing assessment, reporting, and to guide in-class and extended day interventions for our non-proficient learners. We disaggregate data by identifiable subgroups (SES, EL, gender, etc.) to analyze progress, and continually access school wide and individual data, which gives detailed information related to student achievement. The results of California Standards Test and Fullerton School District Multiple Measures reports are analyzed by all teachers, specialists, and the Principal during an annual District wide Data Day, where our staff collaborates and develops a school wide curriculum focus and sets 'Smart Goals' (standard-specific, measurable goals in ELA and Math). These practices provide teachers with quantifiable data that charts and communicates student progress towards proficiency, and sets the standard of yearlong use of assessment data to drive instruction and determine next steps.

Beechwood staff collaborates within and across grade levels, which ensures success of all students. Teachers and support staff hold weekly PLC meetings to share best practices and strategies to determine how to reach those students who are non-proficient. Our regularly scheduled grade level meetings provide frequent collaboration on instructional practices gained through staff development, workshops, and conferences. At grade-level meetings, teachers share and brainstorm strategies for classroom practices and curriculum pacing adjustments. Teachers develop standards-based common assessments to accurately reflect student mastery of standards. Most importantly, assessments are evaluated by grade level, and results are used in grade level lesson planning and interventions. Our comprehensive approach improves student performance through professional development, communication, collaboration, and a standards-driven demand for excellence.

3. Communicating Assessment Results: We inform our parents, guardians and the community about the successes of our school through a variety of communication tools. Our school website provides information and links to a wealth of resources beginning with the individual classroom pages, District and State educational information, School Accountability Report Card, which includes the annual Academic Performance Index (API) and the Annual Yearly Progress Report (AYP), school calendar, and important newsletters from the Principal and PTA. Beechwood families routinely receive information about their child's progress towards mastery of California State Standards through daily, weekly, and monthly progress reports, monthly benchmark information, and standards-based report cards sent home three times a year. An internet-based grade book, PowerGrade allows parents to view their child's grades online. In addition to academic grades, teachers communicate social and behavioral progress to parents on a weekly basis with individual student reports and school communiqué. We regularly meet with parents to celebrate success and to get students back on track as needed.

Beechwood holds Parent/Teacher/Student Conferences twice a year where students communicate with their parents and teacher their knowledge and current achievement of the California State Standards and reflect on their standards-based report card. During conferences we present student work samples, anchor papers, rubrics based on State adopted performance levels, and Data Director reports that detail a student's school, District, and State assessment results. We place a high priority on ensuring that parents/guardians are meaningfully informed on their child's progress. Parents, students, and staff all take responsibility for student performance, ensuring no child falls behind; at Beechwood, failure is not an option.

In order to stay connected to all our families, translators are available for all parent meetings and District paperwork is sent home in both English and Spanish. Our school wide weekly school folders and daily planners are used for regular communication between parents and teachers. Strong communication is a high priority and an integral part of the Beechwood program. We succeed in our quest to keep our families and community apprised of the learning and successes at Beechwood.

4. **Sharing Success:** Our many successes at Beechwood School are shared in a variety of ways with other teachers, schools, and the community. Many principals and District administrators ask us to share our strategies and plans that lead to our climbing API. At District Principal Meetings, our administrator shares information with colleagues on our successful research-based strategies and results of student assessment. Last year Beechwood School partnered with California State University, Fullerton (CSUF) students in credential and graduate courses to observe and/or work in our successful classrooms. Master teachers supervised and supported student teachers from credential programs at the university level.

Many of our teachers serve on Peer Assistance Review (PAR) panels that offer professional development on research-based strategies such as Step Up to Writing, Marzano's Classroom Instruction That Works, and Professional Learning Communities. Our teachers present at District staff development workshops attended by all K-8 teachers. Additionally, many staff members serve on curriculum development committees for all content areas. At monthly meetings, and District-wide staff developments, staff members share and receive information regarding the success of all students. Staff members write grant proposals for classroom learning opportunities, and share outcomes with the community at Star Power Grant receptions. Our District Beginning Teacher Support and Assessment (BTSA) program sends new teachers and their support providers to observe classroom instruction at Beechwood. Fifteen Beechwood teachers participate in BTSA this year and will give presentations at the BTSA Colloquium in May. Beechwood's academic opportunities and successes are shared with the community through press releases written by staff members and leadership class students, which are published in the local newspapers. During the school year, District administrators, principals, and board members walk through classrooms to observe the learning activities and school culture. At the middle school level, our International Baccalaureate Middle Years Programme (IBMYP) coordinator attends high school articulation meetings to share the academic progress of our seventh and eighth grade students, and to ease the high school transition.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Beechwood’s program is comprised of State Board of Education-adopted textbooks, best educational practices, and purposeful selection of supplementary materials and activities to implement a balanced, comprehensive, standards-aligned core curriculum for all students. We use a variety of supplemental materials including manipulatives and Guided Language Acquisition Design (GLAD) Strategies to reach our English Learners. Our curriculum and supplemental materials incorporate current research and proven educational practices that accurately reflect Fullerton’s diverse population.

In Language Arts, Beechwood combines a strong literature, language, and comprehension program that includes a balance of oral and written language. Holt and Houghton Mifflin texts are at the core of our program that includes organized, explicit skills with on-going diagnosis that informs our teaching and assessment. Step Up to Writing is implemented at every grade level to promote successful writing for all students across the curriculum. Small group instruction ensures that diverse learners develop into proficient readers and writers.

Our rigorous Mathematics program provides students challenging and enriching opportunities to investigate and explore the State Standards. Our curriculum and supplemental materials incorporate current research and proven educational practices to encourage high achievement for all students. We integrate hands-on math experiences, project-based learning, critical thinking skills, and practical applications to ensure that all students understand grade level concepts and are able to apply and extend their knowledge.

The History Social Science curriculum provides a unique opportunity for students to become a part of history. The McDougal Littell and Houghton-Mifflin texts, based on the State Standards, are the basis for our studies. From Kindergarten through eighth grade, the curriculum continues to build and grow, from family and community, to the study of our local city, Fullerton, on to California, the Nation and the World. This culminates in the eighth grade, ten-day field trip to Washington D.C. and surrounding National Colonial Landmarks. In our History Social Science program, students analyze everything from Ancient Civilizations to more current World History, exploring, comparing and contrasting. With supplemental materials, hands-on experiences, simulations, dramatizations, and extensive field trips across the grade levels, students are provided purposeful and meaningful opportunities for learning about the world.

In Science, our lessons are inquiry-based. Students are routinely involved in investigation and experimentation. They use critical thinking skills to hypothesize, question, test and evaluate grade level standards in Life Science, Earth Science, and Physical Science. Fullerton School District has a strong community support in science, including a \$100,000 grant from the Beckman Foundation, for this year alone. The Beckman Grant helps to provide hands-on science materials for each teacher for in-depth analysis of all science standards. The hands-on experiences encourage and facilitate scientific reasoning and critical thinking skills. We integrate health into our core subjects for all students in grades K-5. Beechwood’s 7th grade health program is supported by the District adopted textbook and supplemented by the Dairy Council’s nutrition program. Stress management, conflict resolution, wellness, infectious diseases and nutrition form the core of the health curriculum. The health program also includes the District approved Family Life & Sex Education component. All curriculum is designed to encourage students to make informed decisions with regards to their health and wellness.

Beechwood’s Foreign Language curriculum satisfies the requirements of the International Baccalaureate Middle Years Programme. Beechwood has chosen Spanish as the additional modern language taught, and serves as a gateway for the students in their understanding of another culture. Students learn basic and advanced conversation skills, rules of grammar, linguistics, as well as customs, culture, art and geography

through standards-based textbooks and additional learning opportunities. This bridges the gap between colloquial dialect and traditional formal Spanish.

The Visual and Performing Arts program incorporates music, dance, visual arts, and drama that are part of our State Standards. The highly acclaimed, Fullerton School District's "All the Arts for All the Kids" is a standards-based program that provides six art lessons taught in each of the four art disciplines by specially trained experts. The lessons not only teach arts skills and techniques, but also involve students in learning about other subject areas, and often incorporate work of other cultures.

Our Technology program is an important piece of education that is integrated into the educational process. Following State and District standards, students receive direct instruction in technology from word processing and researching on the internet, to creating presentations and iMovies. Technology is viewed as an instructional tool that is regularly used in classrooms for enriching lessons, and enhancing the overall academic experience. Technology is one of the eight required courses for our middle school students, and uses the IB "design cycle" to explore deeper understanding and interaction with technology.

Our Physical Education program focuses on improving the overall health and well being of all students. The program has a strong fitness emphasis, which is supported by a variety of specific sport skills that teach students how to embrace new challenges. Health lessons are incorporated into the curriculum through all grade levels, including hands-on lessons and presentations by community members. The seventh grade students participate in a semester-long Health class with standards-driven curriculum, text and support materials. Beechwood gives students the skills and knowledge to be healthy throughout their lifetime, as well as instill the attitude that physical activity is fun, and necessary for a healthy life.

2a. (Elementary Schools) Reading: Beechwood School implements a standards-based, challenging, balanced reading program that is driven by progress towards mastery of the standards. Textbook adoptions are researched by an FSD curriculum council and voted on by all schools. All Beechwood grade level teams participate in evaluating and selecting textbooks that meet the needs of our diverse group of learners. This research-based reading program was selected due to its integrated approach to reading, and its direct, explicit instruction in the domains: reading, writing, listening and speaking. Teachers systematically instruct students in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Reading is integrated with technology, and is highlighted in our Language Arts program. Our curriculum is supported by a website that links to current stories for each grade level, along with supplemental web-based activities to do at home with the family. Additionally, all new teachers participate in FSD literacy training using professional development materials. Through this training, teachers master reading instruction and development strategies appropriate to their grade levels. This training complements the consistent differentiated instruction that teachers provide to all levels of readers, from EL and GATE-identified to on-level students. Various types of assessment results are used to determine and plan a student's progress. Diagnostic assessments, such as STAR tests, District Benchmark Assessments, Beginning Phonics Skills Test, and Burns and Roe Informal Reading Inventory provide valuable data as to the students' mastery of grade level reading standards. Beechwood School teachers customize the curriculum with unique, enriching, literature-based learning opportunities, including visits by celebrated authors. Grade-level teams collaborate to create meaningful materials that complement the core curriculum. We celebrate all areas of literacy with ongoing and special events such as Writer's Workshop, Author's Tea, Reading Buddies, Readers Theater, Literature Circles, thematic units, and after school book clubs. Our Read Across America Day is a whole school celebration of reading. This last year, we observed Read Across America: Healthy Bodies, Healthy Minds, encouraging the connection between physical health and academic development. We challenged our students to come ready to read in our California beach-themed classrooms, and enjoy healthful snacks as we devoted a morning to reading for enjoyment. At Beechwood School it is our quest to teach and nurture our youngest, emerging readers to become well-rounded students, who have developed a true passion for reading.

2b. (Secondary Schools) English: At Beechwood School, our intensive language arts program seamlessly transitions from the elementary into the middle years program. At the middle school level (6-8) we implement a rigorous, standards-based, reading program that is framed by our state adopted Holt Literature and Language Arts program. The Holt textbook systematically addresses the needs of all learners, with resources that support EL, GATE, RSP and SDC students. Students can access the Holt website to link to resources that enrich each unit of study, or provide background knowledge for students having difficulty. A variety of summative and formative assessments, such as STAR tests, District Benchmark Assessments, Data Director, and teacher created tests are used to evaluate and guide student progress. For example, in K-5 we use Data Director to generate and analyze student tests for targeted areas of reading. This use of technology within our reading program is purposeful and efficient, and directly contributes to our literacy success.

Our mission at the middle school level is to drive students to Proficiency of achievement and beyond. Therefore, we are methodical in our use of reading data to determine the most effective course for student success. Collectively, we use Data Director to analyze student test scores and set goals and develop lesson plans that address all students' strengths and weaknesses; maximizing the effectiveness of initial instruction. Teachers analyze progress, and implement a plethora of research-based resources that our Holt textbook offers for all learners. Beechwood students are in mixed-ability classrooms, to encourage and model growth for Basic and Below Basic students. Within the classroom, students work in small groups, including homogeneous and heterogeneous groups to remediate skills in small settings with the teacher. In these small group settings, struggling readers are able to develop skills such as comprehension, writing organization, and vocabulary that are critical to mastery of state standards. Homework assignments are differentiated, and projects and essays are graded on clear rubrics. All students, both struggling and high achieving, participate in the evaluation and direct reflection of their work. Collaborative learning is common, as students are part of heterogeneous groups for oral reading and speaking opportunities, and in interest groups for projects and activities. Teachers provide scaffolding and the opportunity for group interaction with various supplemental literature activities, as in the eighth grade book club. Moreover, all qualifying students in grades one through eight can participate in the After School Intervention Program (ASIP). Classroom and ASIP teachers work collaboratively to determine the standards for remediation at each grade level so all students can become Proficient.

3. Additional Curriculum Area: The science program at Beechwood provides inquiry-based instruction at every grade level, encouraging students to delve into the world around them. Following State and District standards Kindergarteners through fifth graders use the State-adopted Houghton-Mifflin text as a foundation. Students are supported in efforts to explore the standards in hands-on experiences. Beckman, FOSS, and Insight science kits, aligned to the standards, are provided at each grade level, for each teacher, for all strands of science; Earth Science, Life Science, and Physical Science. The kits provide materials to create an in-depth study of science, as they afford students the unique opportunity to visualize the science concepts first hand. The engaging, small-group experiences bring science alive for all students, where they question, hypothesize, and investigate each experience. All information is recorded in science notebooks, from the experiment's guiding question, to data collection, and the student's formulated conclusion. To internalize and extend their overall learning experience, students prepare written summaries to complement the lessons. Additional supplements to classroom lessons are provided by a multitude of resources, including Keynote or PowerPoint presentations, UnitedStreaming Videos, and web-based interactive field trips, as well as field explorations. Our teachers recently received a grant for LCD projectors that allows students to create informative, multi-media presentations to share in the classrooms and community. Classes receive whole group, as well as small group instruction as they use critical thinking and problem solving skills to explore the natural world. Evidence of the success of our rigorous Science program is indicated with most recent CST results. In two short years our fifth grade students have demonstrated an increase in performance from 38% Proficient and Advanced to our most current, 2006 results of 75% Proficient and Advanced.

The standards based textbook, Holt, is the basis of the middle years students (six through eight) challenging curriculum. Sixth graders inquire and explore through the use of provided kits, while seventh and eighth graders utilize a complete science lab fully stocked with all materials needed to promote the methodical inquisition of science. As in the primary classes, science notebooks are a standard, where students explore the guiding question, utilize Cornell Notes, record and calculate collected data, prepare written summaries, and create conclusions, based on their experiences. Embedded in the curriculum, ACTIVboard, ACTIVote, ProScopes, and Pasco Probeware, along with laptop computers, offer students state of the art technology. While ACTIVboard is used routinely in presentations and discussions, ACTIVote keep students actively engaged through reviews and formative assessments. ProScopes enable students to magnify specimens, project, and save images onto a computer for critical analysis. Pasco Software allows students to see real-time data, displaying graphs simultaneously as experiments are conducted. With these tools, students experience high levels of enthusiasm, resulting in measurable achievement. Beechwood students and teachers are passionate about science. Our mission is to encourage and expand our intrinsic wonder of the world in which we live.

4. **Instructional Methods:** Our vision that “All Students Will Excel; Failure is Not an Option” compels us to incorporate standards-driven instructional strategies that increase student achievement. Teachers who are masters of their craft purposely deliver our standards-based instruction. Through direct instruction, we methodically utilize research-based practices like scaffolding, Marzano’s best instructional strategies, project-based learning, heterogeneous/homogenous grouping, and differentiated instruction in our classrooms to support all learners. Small group instruction, after school programs, and in-class support from specialists ensure universal access to the curriculum. Our specialists are trained in using curricular support components so no student misses time in the classroom. All segments of our community work together to cultivate and sustain our vision of academic and social excellence for every child, planning events such as Walk Through Ancient Egypt, and Overnight Experience at California Science Center. On any given day, students create iMovies or PowerPoint Presentations, participate in hands-on science labs, engage in Math centers, and publish writing. Our curriculum is enhanced with standards-aligned opportunities, such as visits to Mission San Juan Capistrano, classroom musicals, and Outdoor Science School. We utilize community resources and technology to give our students a taste of real world experiences. Dr. Lillie, a Beechwood parent, gave an unforgettable presentation on the circulatory system to our fifth graders with “Milton”, a life-size model, and an actual human lung. Local bankers taught a checkbook lesson, where all students received their own checkbook and learned about bank accounts, interest, and loans, and a trial lawyer regularly assisted in our Speech and Debate class. Third grade students read The Keeping Quilt and after reading and writing on the topic, bring in family experiences and traditions to share, meaningfully connecting home with school. Our first and second grade classrooms partnered with families to participate in “The Butterfly Initiative” at the Orange County Youth Expo. This science project won a \$500.00 award for Best Integrated Curriculum. Teachers and parents work together to ensure learning doesn’t stop when the bell rings at the end of the day. Examples such as these show how our dynamic classrooms engage all students. Meeting the needs all our students, we extend classroom learning with purposeful after-school programs such as ASIP, Science and Math Olympiads, and Science Explorers.

5. **Professional Development:** Beechwood School supports all teachers, specialists, administrators, and paraprofessionals in acquisition of skills necessary for student success. We select research-based professional development opportunities based on staff needs as determined through a school-wide analysis of student achievement results. Teachers who recently attended a Houghton Mifflin course in the area of differentiated instruction for reading comprehension now instruct their colleagues in the Trainer of Trainers model. Additionally, our Principal attends AB75 training designed to instruct administrators on the current strategies and components of the adopted language arts and math curriculum. Teachers attend voluntary AB466 summer institutes specific to the State-adopted language arts and math textbooks to learn the research behind the programs, as well as how to use all components for an effective, comprehensive

curriculum. Restructured Wednesdays are devoted to Professional Learning Community (PLC) meetings where teachers determine what is to be taught, how they will know when students learn it, and what will be done if students are non-proficient. Teachers and Principal receive in-depth training in GLAD, FSD Literacy Training, California Technology Assessment Program (CTAP), Computer-Using Educators (CUE), EXCEL Math, Data Director, and Marzano's research-based instructional strategies to increase student achievement. As we have added new teachers over the past eight years, we have consistently participated in the two-year Beginning Teacher Support and Assessment program (BTSA). In this project, beginning teachers are linked with an on-site support provider. Time is provided for collaboration, seminars, and classroom visitations. This formative assessment program focuses on the CSTP and how they apply to classroom teaching.

Our teachers provide training to their colleagues, as well as to teachers throughout the District. Over the past few years, several teachers have presented such workshops as Step Up to Writing and Integrated Art in our Peer Assistance Review (PAR) District wide professional workshops. During textbook adoption years, such as this one, our teachers are selected to take active roles in choosing materials. They are provided additional content training, and they pilot and evaluate texts as part of the District wide selection process. After textbook adoption, there is extensive, ongoing District wide training on the materials, with our teachers being called upon for expertise and assistance in these trainings. In addition to PAR panels, Beechwood teachers participate in District wide curriculum and steering committees. Our staff members take the initiative to attend professional development seminars in areas such as grant writing, science and technology skills, and commercial workshops such as Rick Morris and a recent Math Conference in Palm Springs on their own personal time. More than 85% of our staff has received certification through Cross-Cultural Language and Academic Development (CLAD) to meet the specific needs of our English Learners. Our International Baccalaureate Middle Years Program (IBMYP) teachers in grades six-eight traveled to Los Angeles, Niagara Falls, Princeton, and Montreal for Levels 1, 2 & 3, and assessment training that the IBMYP requires. IBMYP teachers meet regularly to develop cross-curricular IB lessons using the principles of these professional trainings. The extensive training Beechwood staff participates in allows us to improve our teaching practices and provide meaningful opportunities for all students.

PART VII - ASSESSMENT RESULTS

State Criterion Referenced Tests

The 2006-2007 academic year is the first for enrolled 8th graders. As such, we do not have data available for this grade level.

Subject: English Language Arts Grade: 2 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% "Proficient" plus "Advanced" State Standards	84	75	60	54
% "Advanced" State Standards	40	33	25	16
Number of students tested	63	57	72	50
Percent of total students tested	100	100	100	94
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% "Proficient" plus "Advanced" State Standards	*	100	81	54
% "Advanced" State Standards	*	92	68	32
Number of students tested	*	13	16	13
Hispanic or Latino				
% "Proficient" plus "Advanced" State Standards	*	*	14	42
% "Advanced" State Standards	*	*	8	12
Number of students tested	*	*	14	12

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: Mathematics Grade: 2 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	88	86	76	82
% “Advanced” State Standards	67	57	44	50
Number of students tested	63	57	72	50
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	*	92	100	77
% “Advanced” State Standards	*	71	74	62
Number of students tested	*	13	16	13
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	*	*	43	83
% “Advanced” State Standards	*	*	28	46
Number of students tested	*	*	14	12

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: English Language Arts Grade: 3 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	81	54	64	48
% “Advanced” State Standards	37	18	28	19
Number of students tested	59	55	72	63
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	86	*	76	80
% “Advanced” State Standards	68	*	58	45
Number of students tested	14	*	29	15
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	*	14	*	15
% “Advanced” State Standards	*	8	*	6
Number of students tested	*	14	*	13

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: Mathematics Grade: 3 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	83	76	75	57
% “Advanced” State Standards	60	38	50	22
Number of students tested	58	55	72	63
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	93	*	83	80
% “Advanced” State Standards	68	*	42	38
Number of students tested	14	*	29	15
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	*	43	*	31
% “Advanced” State Standards	*	28	*	18
Number of students tested	*	14	*	13

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: English Language Arts Grade: 4 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	74	76	74	64
% “Advanced” State Standards	38	50	36	36
Number of students tested	65	58	72	45
Percent of total students tested	100	100	98.6	87
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	*	93	92	*
% “Advanced” State Standards	*	58	48	*
Number of students tested	*	15	25	*
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	60	50	33	53
% “Advanced” State Standards	34	28	14	18
Number of students tested	16	14	15	14

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: Mathematics Grade: 4 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	74	82	75	70
% “Advanced” State Standards	61	66	28	32
Number of students tested	64	58	72	47
Percent of total students tested	98.5	100	98.6	90
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	*	100	88	82
% “Advanced” State Standards	*	78	42	46
Number of students tested	*	15	25	11
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	67	64	47	*
% “Advanced” State Standards	26	24	28	*
Number of students tested	15	14	15	*

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: English Language Arts Grade: 5 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	81	77	66	72
% “Advanced” State Standards	54	40	38	26
Number of students tested	63	60	60	61
Percent of total students tested	98.4	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	100	91	75	86
% “Advanced” State Standards	72	44	28	44
Number of students tested	15	11	16	14
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	64	42	54	*
% “Advanced” State Standards	28	24	28	*
Number of students tested	14	12	13	*

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: Mathematics Grade: 5 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% "Proficient" plus "Advanced" State Standards	86	77	54	56
% "Advanced" State Standards	62	47	17	13
Number of students tested	63	60	60	61
Percent of total students tested	98.4	98.4	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% "Proficient" plus "Advanced" State Standards	100	91	81	86
% "Advanced" State Standards	62	36	48	42
Number of students tested	15	11	16	14
Hispanic or Latino				
% "Proficient" plus "Advanced" State Standards	71	58	54	*
% "Advanced" State Standards	28	36	27	*
Number of students tested	14	12	13	*

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: English Language Arts Grade: 6 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	69	75	77	55
% “Advanced” State Standards	32	58	48	17
Number of students tested	94	36	69	47
Percent of total students tested	98.9	100	100	92
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	93	*	96	*
% “Advanced” State Standards	48	*	41	*
Number of students tested	14	*	23	*
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	40	42	*	36
% “Advanced” State Standards	22	18	*	16
Number of students tested	21	12	*	14

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: Mathematics Grade: 6 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	59	83	68	45
% “Advanced” State Standards	26	47	38	15
Number of students tested	93	36	69	47
Percent of total students tested	97.9	100	100	92
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	71	*	91	*
% “Advanced” State Standards	32	*	36	*
Number of students tested	14	*	23	*
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	45	82	*	14
% “Advanced” State Standards	20	28	*	6
Number of students tested	20	11	*	14

* Not a numerically significant subgroup at this grade level for this school year

State Criterion Referenced Tests

Subject: English Language Arts Grade: 7 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	94	NA**		
% “Advanced” State Standards	62			
Number of students tested	47			
Percent of total students tested	100			
Number of students alternatively assessed	0			
Percent of students alternatively assessed	0			
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	*			
% “Advanced” State Standards	*			
Number of students tested	*			
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	82			
% “Advanced” State Standards	42			
Number of students tested	17			

* Not a numerically significant subgroup at this grade level for this school year

** 2006-2007 was the first year for Seventh Grade at Beechwood.

State Criterion Referenced Tests

Subject: Mathematics Grade: 7 Test: California Standards Test

Edition/Publication Year(s) 2002 - 2006 (assessment revised annually)

Publisher: Educational Testing Service

	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	April
SCHOOL SCORES				
% “Proficient” plus “Advanced” State Standards	75	NA*		
% “Advanced” State Standards	32			
Number of students tested	47			
Percent of total students tested	100			
Number of students alternatively assessed	0			
Percent of students alternatively assessed	0			
SUBGROUP SCORES				
Asian				
% “Proficient” plus “Advanced” State Standards	*			
% “Advanced” State Standards	*			
Number of students tested	*			
Hispanic or Latino				
% “Proficient” plus “Advanced” State Standards	71			
% “Advanced” State Standards	35			
Number of students tested	17			

* Not a numerically significant subgroup at this grade level for this school year

** 2006-2007 was the first year for Seventh Grade at Beechwood.